



Existing ICT Environment in EFL Classes and EFL Instructors' Use of ICT

Hazırlık Sınıflarındaki Mevcut BİT Ortamı ve İngilizce Öğretim Görevlilerinin BİT Kullanımı

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Abstract

This study aims to discuss the existing ICT environment in preparatory schools of two foundation universities in Ankara, EFL instructors' use of ICT in their classes and the factors influencing the use of ICT. To this end, a descriptive study was designed and carried out with 190 EFL instructors working at preparatory schools of two foundation universities in Ankara. In the course of the study, relevant literature was reviewed, and two research instruments that would be used to collect the data were chosen accordingly. These instruments including a questionnaire for EFL instructors and unstructured interviews with 5 EFL instructors were used to collect data. The quantitative data collected through questionnaires were analysed through SPSS 22, and the qualitative data collected through the interviews with instructors were analysed through in depth content analysis technique for triangulation. The analysis of the data showed that although foundation universities are expected to be well-equipped, there are not enough ICT tools and internet access in the classrooms. Additionally, most of the instructors considered ICT as a valuable tool and used ICT mostly in classroom for drill and practice, explaining new knowledge and presentation of works while little communicative use of ICT was detected among the instructors. In terms of factors motivating EFL instructors to use ICT in their teaching, the opportunity of providing authentic materials was considered as the most motivating factor while, lack of technical support and encouragement, lack of computers and resources, and heavy pressure of exams were considered as the most preventing factors.

Keywords: Information and Communication Technologies (ICT), EFL instructors, ICT use in classes, ICT environment.

Öz

Bu çalışma, Ankara'daki iki vakıf üniversitesinin hazırlık okullarındaki mevcut BİT ortamını, İngilizce öğretim görevlilerinin sınıflarında BİT kullanımını ve BİT kullanımını etkileyen faktörleri tartışmayı amaçlamaktadır. Bu nedenle Ankara'daki iki vakıf üniversitesinin hazırlık okullarında görev yapan 190 öğretim görevlisi ile betimsel bir çalışma tasarlanmış ve gerçekleştirilmiştir. Çalışma süresince ilgili literatür gözden geçirilmiş ve verileri toplamak için kullanılacak iki araştırma aracı buna göre seçilmiştir. Veri toplamak için öğretim görevlilerinden anket aracılığıyla nicel veri toplanmış ve 5 öğretim görevlisiyle yapılandırılmamış görüşmeler içeren nitel görüşmeler yapılmıştır. Anketlerle toplanan nicel veriler SPSS 22 ile analiz edilmiş ve öğretim görevlileriyle yapılan görüşmeler yoluyla toplanan nitel veriler, derinlemesine içerik analizi tekniği ile analiz edilmiştir. Verilerin analizi, vakıf üniversitelerinin iyi donanımlı olması beklenmesine rağmen, sınıflarda yeterli BİT aracı ve internet erişimi olmadığını göstermiştir. Buna ek olarak, öğretim görevlilerinin çoğu BİT'i değerli bir araç olarak görmekte ve BİT'i çoğunlukla sınıfta alıştırma ve uygulama yapma, yeni bilgileri açıklama ve sunum yapmak için kullanmaktadır. Buna rağmen, BİT 'in iletişimsel amaçlı kullanımının çok az tespit edilmiştir. Öğretim görevlilerini yabancı dil öğretim sürecinde BİT kullanmaya motive eden faktör olarak, BİT in özgün materyal sağlama fırsatı en motive edici faktör olarak kabul edilirken, teknik destek ve teşvik eksikliği, bilgisayar ve kaynak eksikliği ve yoğun sınav baskısı en engelleyici faktörler olarak değerlendirilmiştir.

Anahtar Kelimeler: Bilgi ve İletişim Teknolojileri (BİT), İngilizce öğretim görevlileri, sınıflarda BİT kullanımı, BİT ortamı.

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1. Introduction

Technology, especially Information and Communication Technologies (ICT), is growing fast, so many countries have been trying to promote technology by making investments to implement ICT into various fields as much as education. ICT is considered as the basis of modern society and an important instrument for inducing educational reforms by transforming students into productive knowledge workers (Pelgrum, 2001). The quality of education can be boosted by integrating ICT into education system. As a result, recently, the use of ICT in class has become a necessity and governments encourage the integration of ICT in their educational policies to transform classrooms into interactive learning environments and keep pace with rapidly developing field knowledge as well as improve the standards of education.

According to OECD (2005), the quality of teachers is the most important factor which influences student learning and achievement. As a result, students will benefit from ICT only if instructors themselves are actively involved in the process and feel sense of ownership of reform. Equipping schools with technology for a desirable education does not guarantee effective education (Durdu & Özden, 2019). Instead, it becomes the role of the instructors to provide opportunities for an efficient learning atmosphere by integrating technology effectively in classes to motivate students, access authentic resources, and prompt autonomy.

The use of ICT is very common at universities, and lots of research studies have been conducted on this issue. However, most of them regarded foundation universities as fully equipped and ignored that sample. For instance, Çakıcı (2016), conducted a research study to shed light on how ICT contribute to English learning process and help identify the factors influencing the success implementation of ICT and ignored the university sample. Similarly, in their research study, Zengin and Aksu (2017) aimed to portray a synthesis of educational research in Turkey in terms of technology integration into foreign language teaching and learning in Turkey and again ignored the university sample while focusing on English Language teaching and ICT integration. Also, Gökteş, Gedik, and Baydaş (2013) conducted a research study on the enablers and barriers to the use of ICT in primary schools in Turkey and they also ignored the university sample. While most of the researchers focused on the primary school as sample, Gökteş, Yıldırım, and Yıldırım (2009) conducted a research on the main barriers and possible enablers of ICTs integration into pre-service teacher education programs. Although they focused on university sample they did not give any information about the existing ICT environment in foundation universities and regarded universities as fully equipped.

Therefore, this study focuses on the existing ICT environment in preparatory schools of two foundation universities in Ankara, the use of ICTs by EFL instructors in their classes and the factors influencing the use of ICT.

This study tries to find answers to the following research questions:

1. What is the existing ICT environment in preparatory schools of two foundation universities in Ankara?
2. How do instructors use ICT in their classes?
3. What are the factors influencing the use of ICT by instructors?

2. Review of Literature

This section presents some information about what ICT is, the usage and advantages of ICT and some barriers encountered in integrating ICT in education.

2.1. Information and Communication Technologies (ICTs)

New technologies have been developed rapidly recently and the need for a term referring to these new technologies led the rise of the term ICT. The term ICT is defined as various resources and tools that are used to discover, spread, collect and control the information, and communicate (Tinio, 2003). Additionally, according to ISTE (1999), ICT consists of the use of computer hardware and software, the networks, and a host of devices that convert information into general digital formats.

There are three essential rationales for having the knowledge of ICT (OECD, 2001). The first one is economic. ICT skills are necessary for employability. The second rationale is sociological since in this era, ICT is a necessary tool for participation in society. The last one is pedagogical, as it helps to increase the breadth and richness of learning (Gökteş, 2006).

ICT utilizes different methods of application and delivery methods. For instance, advances in technology have led the way to the method of sharing knowledge locally and internationally via Electronic Learning (E-Learning), blended learning and distance learning. E-learning is defined as a learning process enabled by the use of digital tools, the internet and digital learning content (Asabere & Enguah, 2012). It involves some forms of interactivity, which includes online interaction between students and teachers (Asabere & Mends-Brew, 2012). It has a lot of advantages such as saving time and money, giving a chance to learners in order to learn at their own pace, removing time and space

barrier, and enabling learners to learn anytime and anywhere. In addition to e-learning, another term that is brought by the use of ICT is blended learning which is defined as the integration of face-to-face classroom communication with online learning experiences (Garrison & Kanuka, 2004). As e-learning, blended learning also has lots of pros such as providing pedagogical richness, social interaction, cost effectiveness, personal agency, access to information, and ease of revision (Osgurthope & Graham, 2003).

In Turkey, currently, most of the classes at universities are equipped with ICT tools and instructors are expected to use them effectively. On behalf of the latest developments in ICTs, instructors and students have a chance to access to technology easily at universities. Despite the fact that all instructors are expected to use ICT effectively to promote learning, using technology in classroom does not depend heavily on them. This shows the importance of the present study as it tries to find out how ICT tools are used by instructors working at preparatory schools of two foundation universities.

2.2. ICT in Education

For the time being, a wide range of technologies such as virtual reality, videoconferencing, handheld computers, digital cameras, World Wide Web, and digital libraries are all integrated in ICT for education (Mathevula and Uwizeyimana, 2014). Literature review has shown that the quality of software and hardware, adaptation to change, background ICT knowledge, the ability of using technology, commitment to professional learning, school and national policies affect teachers' decisions to use ICT in their classes (Buabeng-Andoh, 2012; Göktaş, 2006).

Integrating ICT into education is very beneficial for students. According to Roblyer and Edwards (2000), there are five reasons to integrate technology into education. The first reason is motivation. It is necessary for taking the attention of the learners, enabling students to be productive, and increasing the sense of self-control. The second reason is unique instructional capabilities. By the help of those capabilities, the students may be linked to information sources and learning tools. Those capabilities also enable students to visualize problems and solutions and give instructors a chance to track the progress of the students. The third reason is the support for new instructional approaches. It is important for cooperative learning, shared intelligence, problem solving and higher-level skills. The next one is increased teacher productivity. Instructors can have an opportunity to do more productive activities and provide more accurate information quickly. ICT use also lets instructors produce materials more quickly. The last one required skills for an information age. To be able to use ICT in education technology literacy, information literacy and visual literacy are necessary. As a result, there is a common expectation that all nations should embrace the information age and a growing convergence between the economic, social, and pedagogical rationales (Göktaş, 2006).

University teachers are expected to be ready for challenges and changes that are brought by the technology which causes the evolution of language learning and teaching techniques. Before technological developments in education, instructors used to use coursebooks, OHPs, tape recorders, blackboards, etc. However, with technological developments and investments in education, they have become more knowledgeable on using technology to introduce language skills in their classes (Peacock, 2013).

2.2.1. Advantages of using ICT in education

The use of ICT in education has had an impact on teaching and learning activities because it has increased the flexible process of delivering education to ensure easy access of knowledge both by students and instructors. ICT in education prepares learners for lifelong learning and improves the quality of education continuously (Jewell, 2006).

Using ICT in education has a great number of advantages such as increasing learner autonomy and control, improving foreign language skills, providing a learner-centred learning environment, engaging learners actively in learning process, providing real authentic contexts and materials, developing confidence in learners' own language abilities, providing interaction between instructors and learners, meeting affective needs of learners and providing feedback (Yilmaz, 2015). When these advantages are taken into consideration, it can be claimed that ICT in education helps learners to improve their academic performances and provides current learning and research materials for instructors.

2.2.2. Barriers of integrating ICT in education

Although implementing ICT in education is very advantageous, there are some barriers encountered in integrating it. The most important hindrance is that there are not adequate investments in equipment, infrastructures, and resources. Institutions often ignore or cannot cover the cost of budgets that are needed to implement the infrastructure, resources, etc. (Rabah, 2015). Additionally, some of the school buildings are not constructed for installing ICT. The most important barrier of integrating ICT in education is inadequate knowledge of instructors. Due to the continuous

development in technology, most of the instructors do not have adequate skills necessary to use new technology in their classes. Moreover, due to the fact that instructors are used to teaching without ICT, they are expected to have problems while implementing ICT in teaching. The reason of it may be not having enough ICT training or facing challenges in accessing ICT facilities (Kirkwood, 2013).

Similarly, Ertmer, Addison, Lane, Ross, and Woods (1999) classified the barriers of integrating ICT in education into two primary categories as extrinsic and intrinsic barriers. Extrinsic barriers consist of not having adequate resources, adequate training, technical support, and time, while intrinsic barriers consist of teacher beliefs, visions of technology integration, and views about teaching, learning, and knowledge.

Mehlinger and Powers (2002) delineated the barriers of effective ICT integration as lack of vision and planning, inadequate support, weak equipment infrastructures, not having adequate access to technology, lack of incentives, ignoring professional development, and lack of money. In addition to those barriers, USDE (2000) identified barriers as not enough computers (78%), not having enough time to learn how to use computers or the Internet (82%), and lack of time for using computers in classroom (80%). Similarly, Mümtaz (2000) stated that there were three factors that affected the use of ICT as insufficient time to manage ICT, limited resources of schools and lack of computers and software in the classroom.

Taking these into consideration, this study aims to discuss the existing ICT environment in preparatory schools of two foundation universities in Ankara, EFL instructors' use of ICT in their classes, and the factors influencing the use of ICT.

3. Methodology

In this part, the research design of the study, the participants, data collection instruments, data analysis techniques will be discussed.

3.1. Research Design

Universities are expected to contribute to society by boosting economy, contributing to the vitality of the communities and developing tolerant and well-educated societies by using technology. Especially foundation universities have invested in education by equipping their classes with ICT tools. While most of the universities are equipped with ICT, successful integration of ICT into curriculum depends on instructors' use of technologies as practitioners. As a result, this study aims to present an overview of most recent ICT environment in two foundation universities in Ankara, to investigate the implementation of ICT, and to find out the factors influencing instructors' use of ICT.

Within this descriptive study, for triangulation, mixed method research was carried out, and two research instruments were used to collect both quantitative and qualitative data. As it is known, the most common and well-known approach to mixing different methods is the Triangulation design (Creswell, Plano Clark, et al., 2003). The aim of using mixed method research design is to bring together the different strengths of quantitative and qualitative designs. In this way, quantitative statistical results are directly compared and contrasted with qualitative findings (Creswell, Plano Clark, et al., 2003). In this study, the quantitative data were collected by means of a questionnaire administered to a sample of 190 instructors working at preparatory schools of two foundation universities in Ankara and data were analysed through statistical analyses. Besides, qualitative data were collected through interviews with five instructors and analysed through in depth content analysis technique in the light of the review of literature.

3.2. Participants

190 EFL instructors participated in this descriptive study. Additionally, five instructors were interviewed. Interviewee sample consisted of some of the instructors who did not respond to the questionnaire. Only five instructors participated in the interviews since the other instructors were not willing to be interviewed. All of the participant interviewees volunteered to carry on the interviews. The following table demonstrates the general characteristics of the participants.

Table 1. General Characteristics of the Participants (f=190)

		f	%
Age	20-30	98	51,57
	31-40	48	25,26
	41-50	32	16,84
	51-60	12	6,31
Gender	Female	145	76,31
	Male	45	23,68
Teaching Hours per Week	5-11	65	34,21
	12-18	103	54,21
	19-21	22	11,57
Years of Teaching Experience	1-5	43	22,63
	6-10	58	30,52
	11-15	26	13,68
	16-20	51	26,84
	20-more	12	6,31
Academic Qualifications	BA	120	63,15
	MA	65	34,21
	PhD	5	2,63
General Characteristics of Interviewees (f=5)	Female	3	60
	Male	2	40
	BA	2	40
	MA	2	40
	PhD	1	20

As shown in Table 1, 98 of the participants were aged 20-30, 48 of them were 31-40, 32 of them were aged 41-50 and only 12 of them were 51-60. One hundred and forty-five of the participants were females, while 45 of them were males. One hundred and three of the participants had 12-18 teaching hours per week, 65 of them had 5 to 11 teaching hours and only 22 instructors had more than 19 teaching hours per week. As for years of experience, 33, 15% of the instructors had more than 16 years of teaching experience, 44, 2% had six to fifteen years' experience, and 22,63% had less than six years' experience. In terms of qualifications, 63,15% of the participants had bachelor's degrees, 34,21% of them had master's degrees while only 2,63% of them had PhD degrees.

As Table 1 suggests, two of the interviewee instructors were males while the others were females. In terms of qualifications, 2 instructors had bachelor's degrees, 2 of them had master's degrees in ELT and 1 of them had PhD. Additionally, 3 volunteered interviewee instructors, I1., I2., I3., were from University A, 2 of them, I4 and I5 were working at University B.

3.3. Data Collection Instruments

To collect data for this descriptive study, two research instruments, a questionnaire and an interview, were used. Both of them were equally important for the study since they complemented each other and provided reliable data. Data was collected during 2018-2019 academic year.

3.3.1 The Questionnaire

One of the instruments used in this descriptive study was a structured questionnaire which was prepared to collect data about the ICT environment in preparatory schools of two foundation universities in Ankara, the ICT skills of instructors and the factors influencing the instructors' use of ICT in their classes.

The questionnaire used in this study was adapted from Li Li and Steve Walsh's study (2010). The questionnaire consisted of three parts. The first part was a cover letter which aimed to explain the purpose of the survey and encourage participation by stating that their responses would be held in strict confidence. The second part was Part I which aimed to gather personal data. There were five questions prepared to identify the respondent's personal, academic and work characteristics. The third part consisted of seven questions which aimed to gather information about the current ICT environment and the use of ICT in EFL classes. Also in that part, nine items were used to find out the motivating factors of using ICT in classroom. Additionally, there were seven factors that prevent ICT use of instructors. Finally, in the last part, the respondents were offered thanks for their contribution.

3.3.1.1. Piloting Phase

During the piloting phase, convenient random sampling was used while choosing the participants. 20 instructors, working at one of the preparatory school of private universities, were chosen randomly and they were excluded from the survey to be able to eliminate biased responses. In order to prepare the final draft of the questionnaire, a pilot study was conducted, and then some amendments were done accordingly. After piloting phase, the reliability of this descriptive study was measured through the SPSS Statistic 22 Programme. The Cronbach Alfa scores of the questionnaire are shown in Table 3.

Table 2. Cronbach Alfa Coefficients of the Scale

Items	Cronbach Alfa Coefficients
The current ICT environment	0.89
The use of ICT in EFL classes	0.92
The motivating factors of using ICT	0.91
Factors that prevent ICT use of instructors	0.90

When the Cronbach Alpha coefficients in the table are examined, it is clear that all the coefficients are above 0.80. The reliability of the whole scale was measured as 90% (0.90). Due to the fact that $0.80 \leq \alpha < 1.00$ scale is highly reliable, these findings show that the scale is highly reliable for social sciences.

3.3.2. The Interview

The interviews were conducted with five volunteered instructors. In-depth interviews were conducted and the questions of the interview aimed at getting as much information as possible from them for in depth analysis. All interviews were unstructured and consisted of open-ended questions since unstructured interviewing was flexible and dynamic (Yıldırım & Şimşek, 2016). All interviews were done in English, and each took about ten minutes. Interviews were recorded and transcribed for further analysis. The permission for recording the interviews was granted by the entire sample.

3.4. Data Analysis

The quantitative data collected through questionnaires were analysed through SPSS 22. The standard deviations, frequencies and percentage of the scores were calculated. Moreover, the interviews with instructors were analysed through in depth content analysis and used for triangulation and different strengths of both quantitative and qualitative research designs were brought together. In this way, quantitative statistical results are directly compared and contrasted with qualitative findings (Creswell, Plano Clark, et al., 2003). Findings were interpreted with the help of the qualitative data from the interviews and the relevant literature helped to interpret the findings of the study.

4. Results and Discussion

The results of the collected data will be discussed in this part in the light of each research question.

Research Question 1: What is the existing ICT environment in preparatory schools of two foundation universities in Ankara?

In both of the research instruments, there were some questions that were related to the current ICT environment in the participant foundation universities. The questions were addressed to the instructors to describe the ICT environment in their offices, and classrooms. The ICT environment at preparatory schools of two foundation universities in Ankara can be seen in Table 3.

Table 3. ICT Environment

	Offices				Classrooms			
	Computer		Internet Access		Computer		Internet Access	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
YES	155	81,57	180	94,73	108	56,84	100	52,63
University A	80	42,10	89	46,84	50	26,31	45	23,68
University B	75	39,47	91	47,89	58	30,52	55	28,94
NO	35	18,42	10	5,26	82	43,15	90	47,36
University A	18	9,47	4	2,10	45	23,68	50	26,31
University B	17	8,94	5	2,63	37	19,47	40	21,05

As Table 3 suggests, 155 instructors said they had a computer in their offices while 35 of them didn't. One hundred and eighty of the instructors stated that they had an internet access in their offices while 10 of them did not. The instructors were also asked whether they had computers and internet access in their classes. One hundred and eight of them stated that they had a computer in their classes whereas the number of those saying that they did not have a computer in their classes was 82. When the Internet access in classroom was examined, it is found that 100 of the classrooms had an internet access while 90 of the classrooms did not.

Qualitative data also verified the findings of the quantitative data. Interviewee instructor (I.5-University B) also approved of this finding and stated: "Although we have computers and internet access in our offices, we do not have the same opportunities in our classes. Unfortunately, most of us have to carry our own laptops and speakers to the classroom for listening activities". Similarly, another interviewee instructor (I.3- University A) stated that: "We do not have computers and internet access in our classes, since internet is a huge problem at this institution. It is always problematic here." According to the in depth analysis of the interviews, it was found out that although there were computers and internet access in offices, the classrooms were insufficient in terms of ICT tools. As a result, it can be claimed that the classrooms in participant preparatory schools of two foundation universities in Ankara are not well equipped to use ICT in classroom practice.

Research Question 2: How do instructors use ICT in their classes?

In addition to the current ICT environment, this study also investigates instructors' use of ICT in their classes. With this research question, this study aims to find out if instructors use computers in their teaching, the frequencies of their computer use in their classes, and why they use computers in their classes. The instructors' use of ICT in their classes can be seen in Table 4.

Table 4. The Current Computer Use in EFL Classrooms

1. Do you use computers in teaching?				
	YES		NO	
TOTAL	<i>f</i>	%	<i>F</i>	%
TOTAL	190		0	
1.1. How many times do you use computers in your classroom?				
Daily	60	31,57%		
2-3 times per week	65	34,21%		
Weekly	20	10,52%		
Fortnightly	25	13,15%		
Monthly	10	5,26%		
1-2 times a year	10	5,26%		
1.2. What do you use ICT for?				
Explanation of new content	40	21,05%		
Student Project	-	-		
Drill and Practice	175	92,10%		
Student self-support learning	-	-		
Presentation of work	175	92,10%		
Other	-	-		

As seen in Table 4, all of the instructors stated that they used computers in their classes. They were also asked how many times they used computers in their classes. Sixty of them stated that they used computers daily while 65 of them used computers 2-3 times per week. 20 of the instructors expressed that they used computers in their classes weekly and 25 of them used computers fortnightly. Ten instructors said that they used computers monthly, and similarly 10 of them used computers 1-2 times a year.

After determining the frequencies of computer use by the instructors, they were also asked what they used ICT for. They could choose more than one option. According to the collected data, % 92,10 of the instructors used ICT for drill and practice and presentation of work and %21 of them used ICT for the explanation of new content. This finding was backed up by all of the interviewee instructors. I.1. said: "Most of the time, I use computer while teaching grammar in order to avoid writing on the board. As a result, I have more time for practice". This idea was supported by Durdu and Özden (2019). In their study, they found out that using online learning environment helped teachers spare much more time for dealing with students individually. Additionally, interviewee instructor (I.4- University B) put an emphasis on the importance of using computers in classroom by saying: "Technology is a must nowadays. I try to use my computer especially at the pre-reading stage to present a new topic. Generally, computers are used in the classroom for practice or presentation. Additionally, we are suggested to use it for listening activities, since it is the only option to improve listening skills". Similarly, I.2. said that: "The authorities suggest that the students are to learn grammar rules deductively. However, our students have great problems while learning them so we prefer using computers while teaching all the rules of grammar and during listening activities." As a result, it can be stated that instructors focus on grammar in their classes since they generally use ICT for explaining new content, drill and practice and presentation of work. The findings of this study was backed up by the study of Uluyol and Şahin (2016; cited in Durdu and Özataş, 2019). In their research study, they discussed ICT use of elementary teachers and categorized the purposes of ICT uses as content explanations (referred as lecture content in their study), practicing the activities and assessing learning.

Research Question 3: What are the factors influencing the use of ICT by instructors?

After examining the ICT environment and instructors' use of ICT in their classes, factors that motivate instructors to use ICT and factors that prevent ICT use of instructors in their classes were investigated. In the questionnaire, there were some statements about motivating and preventing factors of using ICT in classroom. The instructors who stated that they used ICT in their classes (n.70) were asked to choose the most motivating and preventing factors. They were asked to choose more than one options. The most motivating factors are listed on Table 5.

Table 5. Motivating Factors of Using ICT in Classroom

	<i>f</i>	<i>%</i>
ICT makes lessons more interesting	80	42,1
ICT helps me to change the way I teach	54	28,4
I like innovation	46	24,2
ICT provides numerous authentic materials for language learning	170	89,4
ICT helps learners to practice grammar with immediate feedback	65	34,2
Learning becomes great fun when using ICT	97	51
Learners who do not like learning are motivated by ICT	83	43,6
Language learning will become easy by using ICT	161	84,7
Using ICT allows me to present work to learners which looks nicer than on the blackboard	46	24,2

As Table 5 suggests, the most motivating factors of using ICT in classroom are providing authentic materials with the help of ICT tools, and facilitating the learning process. As known, an authentic material is any material which was not created for intentional use in the English language classroom such as menus, brochures, songs, etc.

Interviewee instructor (I.5- University B) stated that: "... for more colourful lessons, we have to use authentic materials to take the attention of the students. Bringing them into class is not always possible, so technology is the best option for this opportunity. I get authentic materials and share them with the students through ICT tools in my classes". Similarly, interviewee instructor (I.2- University A) said: "By the help of ICT tools, I manage to take the attention of the students on the topics that I want to teach. When they see colourful and interesting items during the lesson, they are more motivated to learn. Actually, I can claim that ICT tools help us a lot by facilitating the learning process and saving time."

Although use of ICT in education is very motivating, there are also some factors that prevent ICT use of instructors in their classes. These factors are also listed on Table 6.

Table 6. Factors That Prevent ICT Use of Instructors

	<i>f</i>	%
Lack of encouragement from management	180	94,7%
Heavy pressure of exams	156	82,1%
Learners are not well-prepared to use ICT in class	5	2,6%
Lack of technical support in my institution	190	100%
There are not enough electronic resources	172	90,5%
Lack of skills to develop courseware for learners	22	11,5%
Lack of student computers which can be used in the classroom	190	100%

As seen on Table 6, the most preventing factors are not having technical support and encouragement, lack of computers and resources, and heavy pressure of exams. Similarly, interviewee instructors were of the same view. Interviewee instructor (I.2- University A) claimed: "I am an old one, as you know, and as old ones, we do not know how to use computers in our classes or preparing ppt or pdf etc. Actually, if I do not have to, I do not use a computer in my classroom. At preparatory schools, we have to use it for listening activities and that is enough I think." Furthermore, interviewee instructor (I.1- University A) asserted that "We have a laptop in our room and it is used by three instructors. If I prepare some resources for the lesson and have a chance to take the computer to the classroom, I use ICT tools. However, I do not have enough time to prepare it. I wish the curriculum department prepared extra resources for ICT tools." Interviewee instructor (I.5- University B) criticized the exam system by stating that: "We have a curriculum that we have to follow and the exams are prepared accordingly. If we use ICT tools in our classes, both the students and testing unit consider it as spare activities. Mostly, we focus on the topics that are important for the exams". As seen, the preventing factors were backed up by interviewee instructors.

The findings of this study are similar to the findings of Badia, Meneses & Conde (2013)' study. They identified the main factors that influence teachers' decision-making regarding the educational use of ICT in technology-rich classrooms. They found out that the factors influencing the use of ICT in the classroom were utility and educational setting, teacher support, availability and access in the classroom, technological expertise and access outside the classroom. Similarly, Bozdoğan & Özen (2014) conducted a research study to identify both level and frequency of ICT technology use and factors affecting perceived self-efficacy levels of pre-service English Language Teaching (ELT) teachers' (n = 241) ICT self-efficacy. Results suggest that the perceived use of computers, experience and confidence play significant role while lack of knowledge and skills, technical problems and lack of confidence negatively influence ICT self-efficacy.

5. Conclusion and Recommendations

In this part, conclusions drawn from the descriptive study are presented. Then, recommendations, and suggestions for further studies are presented.

5.1. Conclusion

The aim of this descriptive study was to provide a general picture of ICT environment in preparatory schools of two foundation universities in Ankara and ICT use of instructors working there. Hence, the existing ICT environment, the current ICT use of instructors, factors that motivate instructors to use ICT in their teaching, and the factors preventing them from using ICT in their classes were investigated. For triangulation, both qualitative and quantitative data were collected. A questionnaire was used to gather quantitative data and an interview was used to collect qualitative data. Both of them verified the findings of the study.

According to the findings of the study, although instructors recognised the integration of technology into classrooms as a necessity and reported high percentages of computer use, the existing ICT environment in their institutions was found insufficient since they complained about lack of computers and the internet in the classroom. Akşit (2014) reported the same results and found out that the instructors' attitudes towards the use of ICT in education are positive so we can confirm that the instructors are aware of the importance of the ICT use in education.

As for current ICT use in education, instructors were found to use ICT in their teaching. Their interest to ICT tools indicates that they are open to change and use technology. According to the findings of this study, instructors used ICT mainly for non-communicative purposes such as explaining new knowledge, drill and practice, and presentation of work. This finding may be regarded as an indication of instructors' persistence of focusing on grammar and traditional teaching methods. Similarly, Öztürk (2017) conducted a research study to define the instructors' attitudes, explain the relationship between instructors' attitudes and their ICT use and specify their ICT needs. The findings of

the study revealed that nearly all participants regarded ICT as an invaluable tool for their teaching and had moderately positive attitudes towards using it for personal or professional reasons. Similar results were reached by Smeets (2005). In his study, the characteristics of learning environments and the contribution of ICT to learning environments were investigated. Results show that many teachers apply several elements of powerful learning environments in their classes. This especially goes for the presentation of authentic tasks and the fostering of active and autonomous learning.

In terms of factors motivating instructors to use ICT in their classes, the opportunity of providing authentic materials was considered as the most motivating factor. Also, the instructors stated that they used ICT since language learning would become easy by using ICT. The results of this study are consistent with those reported by Postholm (2007) who discovered similar motivating factors.

Regarding factors preventing instructors from using ICT in their classes, not having technical support and encouragement, lack of computers and resources, and heavy pressure of exams were considered as the most preventing factors in this study. Similar results were found in the study of Göktaş (2006). He analysed the barriers faced in integrating ICT into prospective teacher education programs. He found out that lack of hardware, lack of appropriate software and materials for instruction, lack of computer access for students' out-of-class, lack of technical support, lack of in-service training about ICT, inadequate repertoire of knowledge and skills on the integration of ICT in instruction, and lack of basic knowledge and skills were the major barriers of using ICT. Although he focused on the use of ICT in schools of teacher education and K-12 in Turkey, he ignored the foundation universities and considered them as fully equipped as other researchers did.

5.2. Recommendations

The results of this descriptive study indicate some pedagogical implications for foundation universities and instructors. First of all, the results showed that most of the instructors used ICT in their classes despite the fact that the ICT environment (computers and internet access) in their institutions was not satisfactory which was stated as one of the most preventing factors. Due to the fact that the foundation universities are expected to be fully equipped to attract student interest, more investments in ICT tools is highly recommended since equipping classrooms with ICT would improve the use of ICT in classroom practice. Second implication of this study is that ICT is mainly used for non-communicative purposes such as explaining new knowledge and drill and practice. The reason of it may be lack of both ICT knowledge and pedagogical knowledge about how to teach with technology. As a solution, instructors may be offered pedagogical training on how to use ICT for communicative purposes by Professional Development Units in their institutions. Additionally, good examples of effective integration of technology to language learning and teaching may be presented. Finally, to be able to benefit from the advantages of ICT in education, software and online materials for language learning and teaching may be developed, and instructors may be encouraged to use them in their classes since they promote more communicative and effective use of ICT in education.

5.3. Suggestions for Further Studies

This descriptive study was carried out with 190 EFL instructors working at preparatory schools of two foundation universities. This study can be carried out with more participants and in different institutions. This study may also be conducted in state universities, and the results may be compared with foundation universities.

Finally, similar studies may be conducted with EFL students to examine their ICT use. By investigating EFL students' ways of ICT use, a new curriculum may be developed.

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